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Liberia Teacher Training Program

Annual Report

Project Year II

October 1, 2011 – September 30, 2012

This publication was produced for review by the United States Agency for International Development. It was prepared by FHI 360.

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List of Acronyms

AED	Academy for Educational Development
ALU	Association of Liberian Universities
CEO	County Education Officer
DEO	District Education Officer
EO	Education Officer
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Mathematics Assessment
EMIS	Education Management Information System
FHI 360	Family Health International
GOL	Government of Liberia
ICT	Information, Communications Technology
KRTTI	Kakata Rural Teacher Training Institute
KSA	Knowledge, Skills and Attitudes
LTTP	Liberia Teacher Training Program
M&E	Monitoring and Evaluation
MOE	Ministry of Education
NATAL	National Teachers Association of Liberia
NATE	National Association for Teacher Education
NCHE	National Commission for Higher Education
NGO	Non-Governmental Organization
OYSSS	Ordinary Yet Significant Steps Series
PMP	Performance Management Plan
PTA	Parent Teachers Association
RMS	Reading and Math Specialist
RTTI	Rural Teacher Training Institute
RTI	Research Triangle Institute International
TEPs	Teacher Education Programs
TEPS	Teacher Education Program Standards
TOT	Training of Trainers
UL	University of Liberia
UNICEF	United Nations International Children's Fund
USAID	United States Agency for International Development
WAEC	West African Examination Council
ZRTTI	Zorzor Rural Teacher Training Institute

Part I: Introduction and Background

Country Profile

Liberia, one of Africa's oldest Republics, is located on the West Coast of Africa. The landmass of Liberia is 38,000 square miles and bounded by the Republic of Guinea in the North, Sierra Leone in the West and Cote d'Ivoire on the East. The capital city is Monrovia and the country is divided into 15 administrative counties (regions). In terms of education management, the counties are further sub-divided into 106 districts that are administered by District Education Officers (DEOs).

The population of Liberia is approximately 3.5 million and is composed of 19 ethnic groups, including the "Americo-Liberian" black freed men and women, former slaves from the Americas who settled in Liberia beginning in 1821. This settler population constitutes about 5% of the population. Under the auspices of the American Colonization Society, a philanthropic organization established in the early 1800s by a combination of religious groups, state governments and southern plantation holders, organized and facilitated the emigration of freed slaves back to Africa. Since the landing of the first group of settlers in 1822, the political and economic hegemony of the Americo-Liberian settlers and the resistance of the indigenous population has been the defining character of Liberia's history. This conflict came to climax when the first indigenous Liberian president, Master Sergeant Samuel K. Doe overthrew the Tolbert Government in a military coup on April 12, 1980. Since then, the country has waxed and waned through cycles of violent conflict, elections, relative stability and back to violent conflict. These conflicts burgeoned in 1989 leading to Liberia's first civil war (1989-1996) followed by the election of Charles Taylor in 1997. The second civil war (1999-2000) escalated into the third most destructive war (2000-2003) and pitted anti-Taylor forces against the regime with extensive destabilizing impact on neighboring countries. One-third of the population was displaced and another third became refugees in neighboring countries of Guinea, Sierra Leone, Ivory Coast and Ghana. By the end of the third war in 2003 and the 2005 elections, the three Rural Teacher Training Institutions had ceased to train teachers for nearly twenty years and the infrastructure was totally destroyed. Under the first phase of the Liberia Teacher Training Program (LTTP), the two RTTIs (Zorzor and Kakata) were reopened in 2006, followed by Webbo in 2010.

Clearly, the last two decades of the twentieth century were the most turbulent period in Liberia's history. The Accra Comprehensive Peace Agreement was signed on August 30, 2003, bringing an end to the wars, the stationing of 14,000 United Nations Peace Keeping Mission troops (UNMIL) and the installation of the National Transitional Government of Liberia (NTGL). In 2005, national elections were held and the winner and current President, Madame Ellen Johnson Sirleaf, was installed in February as the first women President in Africa.

Since 2005, a number of education reforms aimed at restoring the educational infrastructure and reconstructing schools to accommodate the increasing population of school-age children were

championed by the government. The overarching goal of the education emergency response in 2005 was to get as many children, as quickly as possible, in school and deal with the quality of education issues in the future. As a result the number of students enrolled in schools has increased significantly. However, the issues of educational quality and efficiency at all levels of the system remain a major challenge.

These key challenges are articulated in the Education Sector Plan for Liberia (March 2010): (1) the lack of coherent policies and appropriate education laws tailored to current and future directions of education; (2) limited capacity at all levels of the system; (3) weak structure and systems of educational governance and management and accountability, (4) education data for informed decision is either nonexistent or inaccurate; (5) status of school and teacher education professional development infrastructure are inadequate; (6) the number of untrained and unqualified teachers is over 60% of the teaching workforce; (7) high turnover in leadership and linkage within the various levels of the system from national, county, district, school and classroom levels remain inadequate and weak.

The Liberia Teacher Training Program Phase I:

In response to these realities, the United States Agency for International Development (USAID) and the Ministry of Education (MOE) embarked on a joint development program. The program started in 2006 under the Liberia Teacher Training Program Phase I, implemented by the Academy for Educational Development (AED) as prime along with two sub-grantees –the Mississippi Consortium for International Development and the International Rescue Committee. The program was planned for three years beginning from November 2006, and then extended to May 31, 2010 to facilitate a smooth transition to the LTTP Phase II program. The key objectives were to support the Ministry of Education in developing a strategy and competency framework to reform the teacher education system; strengthen the overall teacher professional development system at the Teachers College, University of Liberia as well as in the three national Rural Teacher Training Institutes through staff upgrading, curriculum reform, materials development; training teachers in residential and field-based programs; improving training facilities at the RTTIs, and strengthening school level management and community support for education through support to the PTAs and school principals.

LTTP Phase II and Changes:

The LTTP Phase II, from here on, known as LTTP, is a follow on of the LTTP Phase I, which was implemented by the Academy for Educational Development (AED), prior to Family Health International and AED forming FHI 360, in partnership with the Research Triangle Institute (RTI) International, to provide support at the central Ministry of Education and nine counties

(Montserrado, Lofa, Nimba, Grand Gedeh, Grand Kru, River Gee, Maryland, River Cess and Sinoe). In 2011/2012 due to changes in USAID policies the number of counties was reduced to five focusing on the development corridor (Namely: Montserrado, Bong, Margibi, Nimba, and Lofa).

The overarching goal is to enhance students' learning in general and reading proficiency in particular and establish a functional teacher professional development system and strengthen the capacity of MOE to manage such a system. The interventions target reforms in three areas: (1) policies, systems and capacity development of the central MOE and lower levels; (2) Pre- and In-Service policies and teacher professional development and (3) curriculum standards, materials and testing for language and literacy and mathematics skills in early grades 1-3 and grade 4-6 across the curriculum, including reading.

Implementing Partners

LTTP is implemented in partnership with the Ministry of Education, with support and guidance from USAID/Liberia. As the prime contractor for EQUIP2, FHI 360 is the legal representative for the cooperative agreement and is responsible for project planning, financial management, and reporting, with ultimate accountability for the success of LTTP. FHI 360 works with RTI International, which takes the lead for Result 3.1.

Part II: Highlights of Year II Accomplishments

Result 1: MOE, CEO, DEO and RTTI capacity strengthening to plan, manage, and monitor, and improve educational services

Decentralization

The year started with extensive consultation involving the Ministry of Education's Planning Department to make sure that the sector's needs in terms of system strengthening were fully incorporated. The Ministry and LTTP agreed on a joint plan to undertake the first capacity building training in March 2012 in planning, monitoring and instructional leadership. The plan was to conduct three rounds of training covering all fifteen counties, using staff of the Ministry as trainers so that the effort could be taken over by the Ministry and sustained.

The Ministry, according to the new organizational structure, agreed to hire the five core staff in each county as soon as possible, including the two staff for planning and monitoring and evaluation. LTTP joined the selection panel of the Ministry of Education for the county planning staff and they were recruited in July 2012. In August 2012 a three-day orientation training was conducted for seventy-five newly recruited county staff members in planning, monitoring, finance, procurement and human resource management. Including two from LTTP, a total of twelve trainers, were involved.

As part of the efforts to strengthen the education system and the decentralization effort based on the new Education Reform Act of 2011, LTTP helped the Ministry develop two manuals: Policies for Reform: Liberian Education Administrative and Management Policies and Liberia Education Administrative Regulations. These documents were printed through LTTP support and 6,000 copies of each were distributed to relevant stakeholders through the Ministry of Education. The county training was also based on these documents and other training materials in the different areas.

Donor Coordination

The Ministry held a one-day workshop in an effort to develop a database on all donor support. This initiative was first started by LTTP a year ago in collaboration with the Planning Department of MOE. Following the workshop, LTTP worked with the new donor coordinating office of the Ministry to finalize the tools for data collection and plan future support in building the database.

Education Sector Review

Eight Technical Working Groups were created by the MOE to review the performance of the education sector. LTTP was represented in the (a) teacher education, (b) basic and secondary

education, (c) higher education and (d) governance and management technical working groups. LTTP co-chaired the Teacher Education Working Group with the MOE.

Capacity building in planning and monitoring and evaluation

LTTP engaged the Ministry's Planning, Research and Development Department to develop a strategic plan. It was agreed that the first step would be training the new county planning and monitoring staff. Accordingly, thirty newly recruited county staff members (one each in planning and monitoring from each county) were introduced to the processes of planning and monitoring educational development.

Educational Management Information System (EMIS)

The MOE approved the new Liberia EMIS questionnaire and performance indicators for the Liberian education sector. Instruction manuals, supporting documents and training materials were developed and piloted. LTTP then conducted training for nearly 4,000 school principals and registrars from about 2,000 public primary schools. The training set a foundation by enabling the participants to correctly fill-in the standard data collection questionnaire that will feed into the EMIS. A comprehensive education statistical abstract is expected in the early months of Year III.

Biometric ID system

The pilot phase for the National Teacher Biometric Identity Card System at the Ministry of Education is underway. The system was installed at the Broad Street offices of the MOE and is technically operational. Cards have been issued to employees of the MOE who have met the established five minimum criteria; appointment letter, pass the relevant CSA exam and have a resume on file, certification from high school, college or university, a payroll number and a national identification (voter ID card, social security card, passport etc.). The MOE staff members who were not issued ID cards were placed in the system at various stages and will be issued cards as soon as they meet the above stated minimum criteria.

Communication

LTTP established a partnership with the Ministry of Education Communications Department to bolster the dissemination of Ministry information through radio and print. The Ministry encountered negative publicity in the fourth quarter of LTTP Year II in terms of employee capacity to perform, defense of the proposed budget and implementation of compulsory education for all laws. LTTP's Communications Specialist engaged Ministry communications staff to design a plan focused on the National Reading Campaign and frequent radio programs to address public and social sector needs. The Literacy Day celebration, in September 2012, marked the launch of the National Reading Campaign.

Result 2: Improved teacher policies and procedures for teacher recruitment, training, deployment and career development

Result 2 activities support the Ministry of Education to streamline teacher management policies and address the bottleneck in recruitment, deployment, retention practices and career ladder compliance with the Ministry of Finance and government regulations. Field-based research was completed in Year II to support the proposed teacher policy and procedures for recruitment, training, deployment, retention and career growth. Within the context of MOE decentralization, policy and guidelines for recruitment, training, deployment and career ladder were drafted. Exploratory work with the Acting Director of the Center for Excellence, Accreditation, Certification and Licensing was undertaken with a Ministry appointed task force.

Result 3: Improved teacher training programs and reading/math delivery systems

Reading

The Early Grade Reading Program was implemented in 636 Reading First Schools during the 2011-2012 school year (632 completed the program at the end of the year) with an enrollment of 62,157 (29,690 females) students. Of this, a total of 52,157 finished the school year. An interim assessment showed students in the participating schools improved their reading performance by 21.78% on average within three months of the program implementation. Plans were developed for updating the reading curriculum with the end goal of having a Ministry approved Grade 1, 2, and 3 reading curriculum. The mathematics curriculum for Grades 1, 2 and 3 was completed and aligned with the MOE curriculum. One thousand six hundred sixty three (1,663) (395 females) teachers were trained in teaching reading and 69% have been observed to be using the reading instructional model. Additionally, towards the end of the year, 2,411 (462 females) were trained to implement the program in Year III.

In-Service Teacher Training

LTTP In-Service, Pre-Service and Reading First initiatives have been integrated in Nimba, Lofa, Margibi and River Gee Counties. Common reading materials were printed and used for schools, pupils and teachers, and RTTI instructors and teacher-trainees. Extensive support was provided to 168 catchment schools by In-Service officers. The In-Service team delivered a five-day face-to-face training, focused on Early Grade Reading for 784 teachers, school principals and DEOs. About 12,000 students (5,000 females) were covered by the program.

The In-Service C-Certificate teacher training program was reinstated at both ZRTTI and KRTTI after the Minister of Education declared this to be a priority. A five-week residential training, which is phase 1 of the In-Service training, was completed successfully with 517 trainees (82

females) in August 2012. Candidates were selected from unqualified teachers on the government payroll who have graduated from high school, have a payroll number and successfully passed a basic skills test.

Pre-Service Teacher Training

LTTP provided necessary capacity development and academic support to the three RTTIs to enable them to run a successful academic program throughout the year and graduate a total of 503 trainees (75 female).

LTTP coordinated the National Basic Skills Test administration for prospective teacher trainees in Cohort 4 (Pre-Service) and Cohort 5 (In-Service) in 15 counties, setting the stage for greater integration of teacher training efforts in Liberia. The initial screening and assessment of prospective female candidates for scholarships to the W.V.S. Tubman Teachers' College, University of Liberia was conducted.

The Pre-Service team developed a workshop framework, materials and related processes for a Training of the Trainers session, to include MOE staff, on *Credentialing and Accountability Processes*. The MOE will be able to easily adapt this framework for future workshops and training activities to institutionalize credentialing and accountability.

A three-week TOT for new and returning trainers at RTTIs before the opening of the Academic Year was designed and facilitated by LTTP to be used as model by the MOE next year. The 2012-2013 Academic Calendar was produced and then vetted at the TOT for MOE approval.

Higher Education

LTTP provided support to the higher education sector through (a) improving the quality of master's degree programs through course revision, (b) provision of scholarships for university faculty and MOE staff at the Master's and doctoral levels. Nineteen candidates were placed at the University of Cape Coast and Makerere University. Four Ph.D. candidates were accepted at the University of Botswana in the following fields: Higher Education Management; Reading and Language Arts Education; Educational Statistics and Measurement and Educational Administration. LTTP conducted a three-day workshop with universities and the MOE to revise the two-year MA and M.Ed. in: (a) curriculum and instruction, (b) educational administration and supervision and (c) higher education management.

Part III: Challenges

Ministry of Education:

Readiness and commitment

Effective external support requires readiness and commitment on the side of the beneficiary. Although gradual progress in donor coordination has been registered in recent months, it has not yet resulted in effective changes. It has still been very difficult for LTTP to find capable counterparts for its various areas of intervention. The delay in finalizing the new Ministry organizational structure and required staffing at county level has created hurdles in realizing the LTTP objectives. Senior level MOE employee turnover is a deterrent to articulating and maintaining a strategic plan. Capacity and commitment are low. The culture of dependency is exhibited even for activities and resources the MOE is capable of sustaining. The capacity to use MOE budgeted resources is weak. Uncertainty and delayed salary payment of teachers has resulted in teachers taking time off to collect paychecks and protest at Ministry. This situation needs to be improved greatly with a deliberate and planned shift of responsibilities, both technical and resource wise.

Capacity building

For the last two years, the Ministry has been trying to work out the details of decentralization as established in the Education Reform Act and other government documents. LTTP's assumption was that the Ministry would quickly re-organize itself and undertake a staff overhaul at the center and lower levels so that a national capacity building plan would be developed and activated. That has not materialized. County Education Officers now need to reapply for their positions. LTTP plans to extend capacity building of CEOs in planning, managing and monitoring educational development once trainable staff is posted in the different positions by January 2013.

EMIS and Biometric card

Accurate system information has been difficult to obtain in Liberia. Reports are irregular and produced too late to have immediate management implications. Three censuses have been conducted in recent years by an organization outside the Ministry of Education. Thus, the Ministry has had limited control over the quality of the data. In the new decentralized structure, EMIS will be of use to assess differential county progress and enable targeted strategic planning. The major workshop conducted by LTTP on the introduction of the tools for national education data acquisition from schools for some 4,000 principals and registrars demonstrated that the participants have very low capacity to undertake the task. The challenge in Year III and later for the MOE and

LTTP is to institute a sustainable and cost-effective strategy to continue to build a school-based record system and EMIS in general.

The Biometric card system seems to have the necessary political backing. However, its implementation in a country with little culture of accountability will continue to be a daunting task. The challenge for Year III for both the MOE and LTTP will be to sustain the political will and pace of implementation.

Institutional support

LTTP attempts to provide institutional support to schools, District Education Offices, County Education Offices, RTTIs and the Ministry of Education. Inaccessibility of some schools affected distribution of teaching and learning materials, effectiveness of coaches' mentoring and supervision, and the implementation of monitoring and evaluation activities. The inability of schools and RTTIs, due to lack of instructional leadership, to fully utilize the opportunities for learning, including the Early Grade Reading, Early Grade Math and trainee packages to the RTTIs is a deterrent to improved quality in teaching and learning. Evidence of poor record keeping and a lack of teacher skills in several areas such as lesson planning, classroom management, classroom presentation skills and time on task impede the opportunity to learn. Teacher and RTTI trainer absenteeism to collect and protest delinquent salary payments further hampers the already weak education system and creates uncertainty for students and parents who question the government's commitment to education for all. LTTP cannot verify the number of classrooms, teachers and students for interventions such as training, mentoring and materials distribution.

LTTP Internal Challenges

Other mitigating factors/challenges affecting the effectiveness and perhaps the sustainability of the overall mission include the lack of trained personnel and/or potential candidates to fill the LTTP positions advertised through the program. At times those who are trained via the project seek better paying jobs with other NGOs.

Books and materials distribution is a serious challenge in Liberia due to poor road conditions and availability of reliable transportation vehicles that can be rented. The late arrival and distribution of reading materials to schools created gaps in the smooth running of the Early Grade Reading Program. The delay of the Early Grade Math rollout in public schools and at the RTTIs during this academic year created issues in terms of the academic delivery system currently in place.

Coordinating transitions, translating and applying home office and USAID's guidelines to field operations are challenges to be addressed in Year III as part of monitoring and evaluation processes.

Part IV: Year II Detailed Progress Report

Result 1: MOE, CEO, DEO and RTTI capacity strengthened to plan, manage and monitor educational services

Sub-result 1.1: Critical MOE systems are strengthened to guarantee equitable access to quality education services.

MOE re-organized to better support the county offices

To coordinate donor support to the sector, the Ministry of Education initiated, in a one-day workshop, an effort to develop a database on all donor support. This initiative was first started by LTTP a year ago in collaboration with the Ministry of Education, Department of Planning and Research. Following the workshop, LTTP worked with the new Donor Coordinating Office of the Ministry to finalize the tools for data collection and future support in building the database.

As part of the efforts to strengthen the education system and based on the new Education Reform Act, LTTP provided technical assistance to develop two manuals: Policies for Reform: a Liberian Education Administrative and Management Policies and Liberia Education Administrative Regulations. These documents (6,000 copies each) were printed and distributed to relevant stakeholders through the Ministry of Education.

LTTP was involved in the education sector review exercise initiated by the Ministry of Education in the areas of teacher education, basic and secondary education, higher education and governance and management.

Capacity of MOE, CEOs and DEOs in decentralized strategic planning, management and instructional leadership built

LTTP consulted extensively with the Ministry of Education, Department of Planning and Research to make sure that the sector's needs in terms of system strengthening are incorporated in the decentralization planning process. In the effort to strengthen the county planning and monitoring capacity, LTTP was involved in the panels with the Ministry to recruit new staff for the counties. This helped in establishing a recruitment process that is fair and appropriate and the thirty planners and monitoring and evaluation officers were successfully recruited.

LTTP planned, organized and conducted an orientation program in collaboration with the Ministry for the seventy-five newly recruited county staff in planning, monitoring and evaluation, finance, procurement and human resource management.

Sub Result 1.3: Policy and Programmatic Decisions are Based on Information Management System Data, Policy Analysis, and Research

National Teacher Biometric Identity Card System implemented at the MOE

The new Biometric identification card system was installed at the MOE and is technically operational. The operations protocols and manuals (training, operations and management) were developed and delivered to the MOE. The MOE, CSA and MOF staff were trained in the installation, management and operation of the system.

County, district and school EMIS infrastructure, procedures, and standardized tools developed

The new EMIS questionnaire and performance indicators for the Liberian education sector were developed by LTTP and approved by the Ministry of Education. Data from the 2,000 schools have been entered into the questionnaire by the trained principals and registrars and submitted to the Ministry of Education. It is expected that the first Ministry-led education statistical abstract will come out early in Year III.

Capacity of EMIS staff at MOE, county, district, and school levels developed

Instructional manuals, supporting documents and training materials were developed and training was provided for approximately 4,000 principals and registrars representing approximately 2,000 public schools.

Sub-result 1.4: Improved Communication of Changes and Progress in Educational Development

Communication strategies developed

The LTTP Insider, the newsletter for the project, was introduced and published twice. It has provided USAID, project staff and implementing partners' insight into the activities of the project. Next year the newsletter will be published quarterly to coincide with the quarterly report and discussions are ongoing to publish it online on the USAID Liberia website.

LTTP sponsors the program "Conversation with the Ministry" that airs twice weekly on the two largest radio stations, ELBC and Truth FM and hosted by the Director of Communications from the Ministry of Education. Response to the program has been extremely positive and listeners' interaction has gradually increased since its debut in July 2012. The intent is to increase the broadcasting net to include community radio stations in various counties that speak local dialects.

The communication strategies for LTTP and the Ministry of Education have been developed and are in the early stages of implementation. The focus of the two strategies is the launch of the National Reading Campaign, a campaign that will continue for the next two years.

Additional accomplishments

The LTTP Monitoring and Evaluation Team conducted two field visits to all project sites to undertake an assessment of implementation progress. The LTTP technical teams have taken seriously the recommendations of these visits and made changes accordingly.

Lessons learned

The tendency for LTTP to respond and assist the Ministry of Education and the RTTIs in all types of requests, including some that are within the resources and capacities of these institutions, has been a hindrance towards the sustainability of LTTP's support programs. Learning from this lesson, the Year III plan has included a section on conditions that the beneficiary institutions' need to fulfill under each activity.

Until now, the approach in training for CEOs and DEOs has been to use power point presentations and lectures. This methodology, while easier to implement, does not ensure that participants have acquired the skills and knowledge to enable them to function better on their jobs. The tendency now is experiential learning and simulating real-life situations. This will be tried in the county trainings in planning and M&E this year.

The major challenge in system strengthening has been the low language and computation level of participants, as witnessed in the training of the 4,000 principals and registrars as well as in the RTTIs. It is critical that specific job-related skills training be paired with basic language and math skills either together or in some other arrangement.

Result 2: Improved Teacher Policies and Procedures for Teacher Recruitment, Training, Deployment and Career Development

Teacher recruitment, training and deployment guidelines developed and used

In Year II, Result 2 was reorganized to focus on policy, procedures and standards for (a) teacher recruitment, training, and deployment guidelines that are gender sensitive and (b) teacher career ladder and incentive system. The MOE directive was to ensure that the proposed policies and

guidelines were aligned with the Education Reform Act, the MOE ten-year plan and the Teacher Education Professional Standards (TEPS) for Liberia.

An LTTP study was undertaken during Year II to identify the issues related to policies and implementation challenges to the recruitment, training, deployment and career growth of teachers.

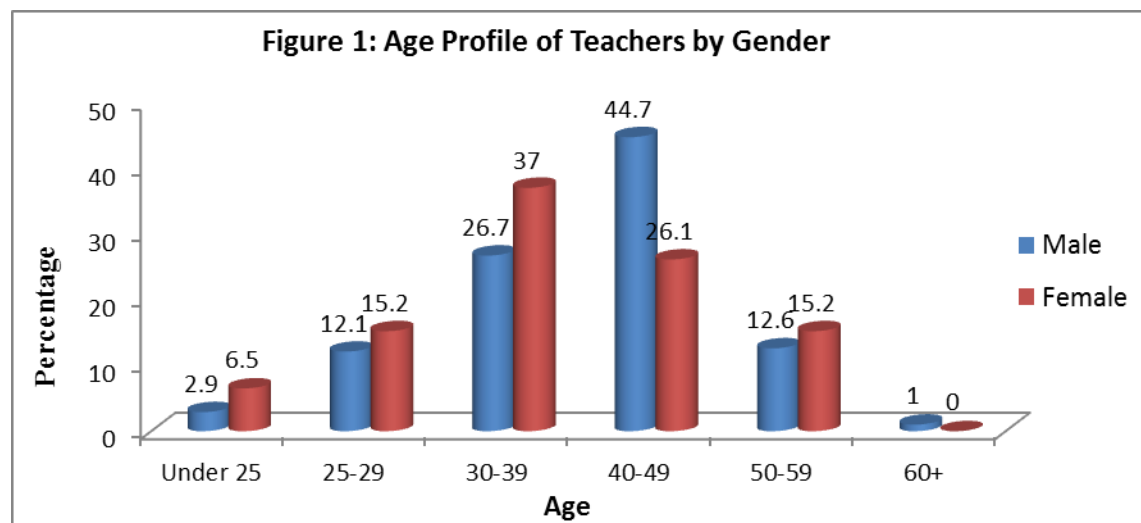


Figure 1 shows that the bulk of the teachers interviewed were between the ages 30-39 years and 40- 49 years.

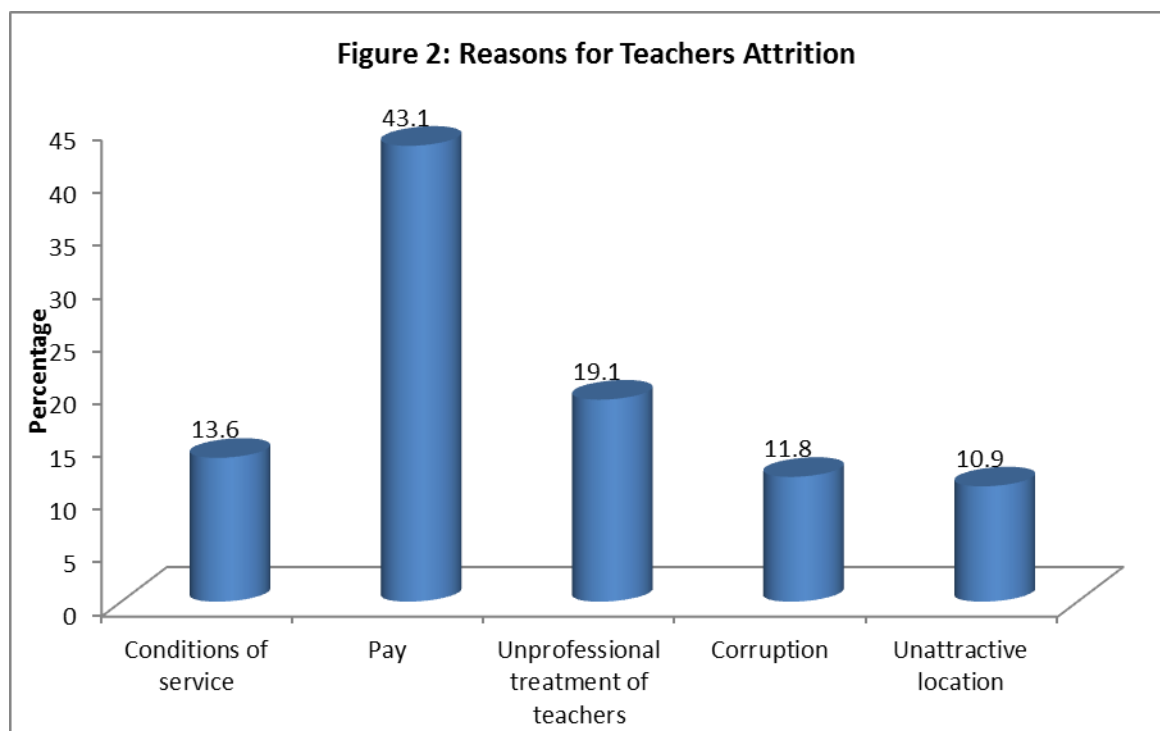
The results of the survey showed the following:

Recruitment: The three pathways (MOE Central, DEO and CEO and school principal) of teacher recruitment vary significantly as to the number of months it takes for teachers to be recruited.

Deployment: School principals deploy approximately 15% of teachers; 83% of deployed teachers are high school graduates with no teacher training; only 17% have a C-Certificate and less than 1% have a college degree. The majority of high school graduates were deployed by CEOs and DEOs, with no reference to the MOE preferred list of teachers. This suggests patterns of unilateral deployment at district and school levels and deployment practices outside of assigned areas through “contact with people of influence.”

Retention: “Travel to collect paycheck” and “money problems” account for 30% of teacher absenteeism. This compromises the opportunity to learn and reduces instruction time by one-third. “Money problems” is highly correlated with teacher attrition.

Figure 2 outlines the prevalent reasons for teacher absenteeism.



Teacher attrition remains a major challenge in the education sector. According to Figure 2 above, teachers primarily leave teaching due to low salaries and not being paid on time. In some cases, teachers waited for more than six months before receiving their salaries.

Lessons learned

Field data suggests that the decentralization of educational activities as envisioned by MOE could have an adverse impact on teacher recruitment, deployment and retention unless the process is streamlined. Operational changes in practices at the levels of the county and districts will need to include uniform recruitment and deployment procedures.

Teacher career structure, growth and incentive policy established

Teacher career structure and compensation in Liberia is based on a 1983 civil service scheme that was modified in 2010. LTTP is providing support to develop a teacher career ladder structure and process that is linked to teacher qualifications, merit-based performance and an incentive system for Liberia. With LTTP's technical support, a consultancy was developed in Year II to:

- Develop a teacher career ladder that links qualification, experience, performance and pay scale and incentive system.
- Develop guidelines to help execute/implement, monitor and evaluate the new career ladder for MOE approval.

In addition to the conditions described above, four key factors were considered in the development of a Career Ladder in Liberia:

Teacher Demand and Supply Imbalances: The MOE ten-year plan indicates that 60% of teachers are unqualified. At best, the maximum annual output of Pre- and In-Service C-Certificate teachers produced through the three Rural Teacher Training Institutes (RTTIs) is 1,500 per year, indicating a clear imbalance between demand and supply which will take many years to resolve.

Aging Teacher Workforce: Liberia experienced significant attrition of young education personnel (teachers, principals and administrators) during the late 1980s and 1990s. Most of the qualified teachers went into exile and settled in neighboring countries during the civil war. Many of the best qualified teachers are now becoming old and there are few qualified mid-career teachers in the pipeline.

Recruitment, Competency, Qualifications and Equity Issues: High school graduates are the primary recruiting source for new teachers. In recent years, as evidenced by West African Examination Council (WACE) exam results, this pool of potential teachers lacks basic literacy and numeracy skills to become teachers.

Structures and Systems: There are weaknesses in the structures and systems to recruit, train, deploy, retain and evaluate teachers. A robust monitoring and evaluation system is essential to the functioning of a new career ladder.

The construction of a teacher career ladder involved widespread consultation with Directors of the Civil Service Agency, Minister of Education, MCSS officials, Deputy Minister of Finance, Catholic Education Secretariat, Teachers' Union, RTTI Directors and staff, teachers in training and a host of other stakeholders groups.

To create a Teacher Career Ladder, several key factors were considered:

1. Entry points to the ladder
2. Criteria to be utilized for teacher promotion
3. Structure of Teacher Career Ladder (with Steps)
4. Processes Involved
5. Contentious Issues

The proposed ladder has five entry points: C, B, A, A plus and Terminal. These points correspond to levels of teacher education and qualifications designations: C Certificate; B Certificate; A Certificate or Bachelor Degree; A plus-master degree and Terminal, doctoral degree. Each rug may have several sub-rugs (i.e. steps) of the ladder to denote the criteria for promotion. These divisions are consistent with the CSA P1-P4 classifications. The short version of the ladder is illustrated below with the first step on each rug. These rugs and the associate first steps are summarized below.

Entry Point C

- Step 1:
- a. Teacher has a C-certificate*
 - b. Teacher is licensed to teach at the C Level*
 - c. Teacher has 0 – 10 years of teaching experience at the C Level*

Entry Point B

- Step 1:
- a. Teacher is a B-certificate holder*
 - b. Teacher is licensed to teach at B level*
 - c. Teacher has 0-10 years of teaching experience at the B Level*

Entry Point A

- Step 1:
- a. Teacher has a Bachelor's degree in Education*
 - b. Teacher is licensed to teach at the A level*
 - c. Teacher has 0-10 years of teaching experience at the A level*

Entry Point A Plus

- Step 1:
- a. Teacher holds a Master's Degree in Education*
 - b. Teacher is licensed to teach at the A plus level*
 - c. Teacher has 0-10 years of teaching experience at the A plus level*

A Terminal Level

- Step 1:
- a. Teacher has a Doctorate in Education with an A Terminal Certificate*
 - b. Teacher is licensed to teach at the A Terminal level*
 - c. Teacher has 0- 10 years of experience teaching at the A Terminal Level*

The construction of a teacher career ladder involved widespread consultation with Directors of Civil Service Agency, Minister of Education, MCSS officials, Deputy Minister of Finance, Catholic Education Secretariat, Teacher Union, RTTIs Director and staff, Teachers in Training and a host of other stakeholders groups. Each of these constituencies was consulted because they will have a say about why, when, how and who will be involved in the teacher career ladder and at what costs.

Lessons learned

Given previous experiences with career ladder initiatives, the MOE needs to address associated factors that are likely to hinder the efforts to implement a teacher career ladder in Liberia.

According to the Ministry of Finance's preliminary cost analysis, the cost of implementing a teacher career ladder will be far less than the monthly current fluctuation in teacher salaries.

Divergent perspectives of various stakeholders, such as the MOE officials, teacher unions, Ministry of Finance, CSA, among others should be taken into account to implement the career ladder in keeping with the guidelines developed.

Efficient and transparent accreditation and examination system established

The Education Reform Act which created the Center of Excellence in Education Accreditation, Certification and Licensing was passed into law in August 2011. To implement this part of the Act, the Ministry of Education asked LTTP to host the new Center for a period of two years until such time that the MOE could take it over. In pursuit of this request, several meetings were facilitated by LTTP. The basic framework for creating the CEACL was developed.

One of the goals of the CEACL is to ensure compliance with the new teacher education policies and guidelines. The role of the center will be critical for implementing the national standards for teacher education and the teaching profession in Liberia.

In collaboration with the MOE, an inception paper and policy document are now completed for the process of developing policies and procedures, however, the guidelines and procedure manual are still being drafted. These documents will be circulated at the MOE and discussed at a workshop with the MOE and other constituencies. Oversight and adherence to the new or revised policies and guidelines will be the responsibility of the proposed Center of Excellence for Accreditation, Certification and Licensing.

Lessons learned

MOE leadership is crucial to creating and sustaining the CEACL.

Result 3: Improved Teacher Training Programs and Reading/Math Delivery System

Sub-result 3.1. A national standards-based model for Early Grade Reading & Math (Grade 1 - Grade 3) developed, negotiated, validated and implemented.

Reading program developed

The Early Grade Reading Program initially targeted 816 schools, including 180 catchment schools. However, the program ended up being implemented in 800 schools (including 168 catchment schools) and has been validated by the Ministry of Education as the Ministry's preferred reading program. The reading program follows a scope and sequence that, if implemented as designed, will take children from low levels of reading proficiency to higher levels of reading proficiency. It is designed to be user friendly for teachers, it provides daily lessons that are scripted, and is coupled with simple low-cost-no-cost teaching aides (e.g. locally made pocket charts). Students have received decodable books that represent the mix of globally developed stories and stories authored by Liberians. Each teacher has also received training and a manual on how to assess students' reading performance and issue reading report cards to parents.

During the course of the reading program intervention, the reading standards for Grades 1-6 have been developed and discussed with the MOE. During these discussions, as well as in previous reviews of the reading program, it has been agreed that the current reading program should be adjusted to be grade appropriate, and that each target grade (Grades 1, 2 and 3) receive their own teacher manuals and student books. A well designed Trainers of Trainers manual will be developed for use by Pre-Service and In-Service institutions in Liberia, as well as any other interested entity.



Face-to-face training for teachers

Mathematics program developed

Following the same process of stakeholder consultations, a scope and sequence for early grade math has been developed, specifically for Grades 1-3. This early grade math curriculum framework is based on evidence supporting the most effective and most efficient students' uptake of basic mathematical skills at their given age or grade. It is also fully aligned with the Liberian mathematics curriculum. Teacher manuals and student books for Grade 1 have been rolled out to students in the same 800 schools in September 2012. Given the low performance of students in math, a decision was made to give the Grade 1 curriculum to all three grades in order to give them a foundation that will help them move into their grade respective curriculum the following year. The team will develop a TOT manual for use by Pre-Service and In-Service institutions in Liberia, as well as any other interested entity.

Target schools

In addition to 180 catchment schools, 636 Reading First Schools were selected as cohort 1 schools for academic 2011-2012 and 2012-2013 (LTTP Year II & Year III.) However, by the end of

academic year 2011-2012, the number of schools implementing the reading program dropped to 632 schools. The reason was that some teachers who were trained were transferred a few weeks after implementation started in their schools. Implementation in cohort 1 schools will continue for the 2012-2013 academic year. Dialogue around keeping teachers in target school needs to be held with the MOE in order to prevent inefficient use of resources due to a need to repeatedly train teachers.

Reading materials

Approximately 62,180 students received the Early Grade Reading Program at the beginning of the 2011/2012 academic year. However, by the end of the school year and after a vigorous verification exercise, the school enrollment dropped to around 52,157 (female - 22,884) students. Thus a total of 16.12% of students simply vanished off the enrollment books in a matter of one year. Further research is required to fully understand this issue. This is a significant change in enrollment in a short time span. If this is a true reflection of dropout rates in Liberia, then this needs to be addressed immediately by the MOE.

Overall, through the program, 97, 844 copies of decodable books were distributed to 632 Reading First Schools in 6 counties (Lofa, Nimba, Bong, Montserrado, Bomi, and Gbarpolu). The process involved the hiring of EGRA trained assessors who understand the geographic terrain since this became the most important aspect of the books distribution. Additionally 2,100 teacher manuals, 2,750 “Reading Liberia” library books, and 42,312 books of the *Ordinary Yet Significant Steps Series* (OYSS) library were distributed.

In September 2012, students began receiving reading and math materials for the academic year 2012-2013. A total of 86,081 math student activity books have been printed and distributed to students. And a total of 10,150 teacher math manuals have been printed and distributed at the same time. The math curriculum for Grade 1, as well as for Grades 2 and 3, has been professionally edited, published, and printed.

Teacher training

A total of 1,663 teachers (395 females) were trained during a five-day face-to-face training conducted by coaches in 53 clusters between November 2011 and January 2012. This prepared the teachers for the academic 2011-2012 school year. The main thrusts of the training were reading instruction, assessment and the use of the report cards. Also in attendance were 661 principals and 30 education officers (DEOs and CEOs). A second face-to-face training was conducted for 2,411 teachers (462 females) in September of 2012 in reading instruction, designed as a refresher for LTTP Year III implementation. Apart from this direct face-to-face training, teachers have also received regular monthly support at the school level.

During these visits, critical information is collected that helps the program staff understand the degree to which the reading program is implemented. For example, monitoring data indicate that 69% of teachers are following the instructional model of the reading program and that only 54% of teachers teach reading every day. It should be noted, however, that approximately half the teachers do not teach reading every day means that the students are not receiving the full package of the reading intervention.

Coaching

Coaches conducted monthly support visits to the 53 clusters (632 reading schools) beginning November 2011 up to May 2012. Included in their support visits were quick impact training, lesson observation and ensuring that teachers conducted their periodic assessment. PTA meetings were also held to explain to the community PTA report cards for each school. Principals and DEOs attended the face-to-face trainings and were trained in how to fill in student report cards. The anecdotal experience and input received from the coaches indicates what research has proven, and that is if PTAs and communities support the reading program, teachers and principals are more likely to implement the reading program. Further research would be required to fully understand the details behind this matter in Liberia, and more importantly understand the levers that the program can use when mobilizing communities and schools.

At the end of the school year, a two-day sharing experience was organized with the coaches. During this meeting, coaches' testimonials on challenges and success stories were collected and documented. These have provided some suggestions and new ideas as how to improve support to schools, as well as coaches.

Support to Pre- and In-Service programs

In order to forge the link between schools and Pre- and In-Service support systems, Reading and Math Specialists (RMS) continued providing their support at the RTTIs and Demonstration Schools. The reading team provided refresher training sessions for the 33 trainers at the ZRTTI opening TOT in August 2012. A Reading and Math Specialist was also assigned to ZRTTI this year. These Reading and Math Specialists have continued to support KRTTI trainees. Two RMS staff members have offices at the Ministry of Education and are continuing to work with the Deputy Minister of Instruction.

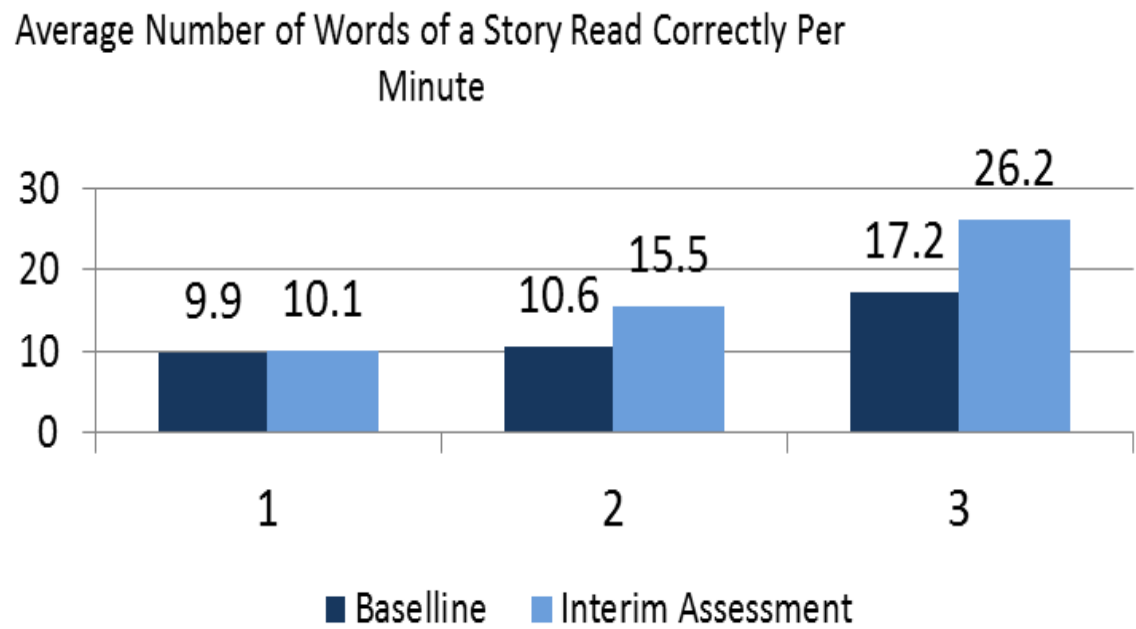
Interim assessment of student performance and support to M&E efforts

The RMSs and coaches along with the In-Service education officers supported the M&E team in conducting reading proficiency assessments for eighty-eight Grade 1-3 students from fifteen LTTP

Reading First Schools. The results forwarded from the M&E teams suggest an improvement in letter naming and story reading. However, students are still struggling with comprehension. These findings are in line with the interim assessment findings.

In May 2012, an interim assessment was conducted to detect how the implementation of the reading program was unfolding using 20 randomly selected LTTP Reading First Schools. The process was conducted using a new electronic device (Kindle Fire) testing the RTI e-tablet software for data collection (Tangerine). This process eliminates the cost of data entry and at the same time reduces second level errors that result from data entry.

Figure 3: Student Performance in Story Reading on Interim Assessment



Reading comprehension was very poor at baseline, and while it has improved slightly, it remains an area of concern. 63% of first graders, 52% of second graders and 38% of third graders could not answer a single question about the story they were asked to read. The good news is that in the second and third grade the percentages of boys and girls not able to understand what they read decreased considerably as shown in the Table below.

Table 1: Percentage of Students Unable to Answer a Comprehension Question

Girls	Boys

	Baseline	Interim	Baseline	Interim
Grade 1	51%	55%	72%	70%
Grade 2	79%	60%	72%	46%
Grade 3	59%	43%	53%	33%

Such performance is in line with previous experience in Liberia that showed modest gains in the first year of the reading intervention, followed by significant improvements in reading in the second year (Piper, B. & Korda, M.: EGRA Plus Liberia – Final Impact Evaluation Report). It is LTTP's expectation that the second year of the project is going to lead to stronger results as a result of:

Lessons learned

More involvement of the Ministry of Education in the direct implementation of the program might ensure a greater chance for sustainability.

Because of the Ministry of Education pronouncement that reading is part of the education program and is mandatory, more school teachers have begun to accept the reading program, although not to the degree necessary in all schools and classrooms.

Sub-result 3.2: Teacher Continuous Professional Development (TCPD) Model for Primary Level Developed and Piloted with Focus on Reading and Math

Teacher professional development in reading

The first quarter of the Year II implementation which ran from October through December 2011, witnessed a shift in program emphasis for the In-Service team. Per USAID direction LTTP moved from complete field based teacher training of In-Service teachers to acquire the 'C' Certificate which qualifies them to teach at primary level, to teaching reading and math to teachers in primary schools in grades 1 to 3 using the EGRA/EGMA model. The USAID directive coincided with the call of MOE to change the In-Service mode of delivery because it was perceived as not cost effective and deficient in strong content materials. This brought the previous LTTP In-Service model of teacher training to a halt. A shift in the mode of delivery to be used by the Reading First Plus Math team was instituted.

In quarter two which was from January to March 2012, the team implemented field activities which included the face-to-face training, partial resource materials distribution, teacher

observations and mentoring, and data collection on student enrollment and teacher population. The core of these activities was the five-day face-to-face training focused on Early Grade Reading for grades 1, 2, and 3, teachers and principals, organized and facilitated by LTTP in collaboration with the Ministry of Education. The education field officers and their managers taught reading effectively to grades 1 to 3 students in 171 placement schools and some schools in Nimba.

During the third quarter from April to June 2012 the In-Service team continued resource materials distribution with all reading materials reaching both teachers and students in 168 schools. Teacher observations and mentoring, data collection on student enrollment and teacher population activities continued. The number of schools dropped from 171 to 168 in this quarter during a re-verification, accessibility/non-existence of schools exercise.

LTTP In-Service training reinstated

The third quarter also saw the reinstating of the In-Service C-Certificate teacher training as requested by the Minister of Education. To address this cumbersome shift, strategic meetings were held with the Ministry of Education personnel responsible for teacher education and instruction. The outcome of the meetings led to announcements for In-Service student recruitment first in Lofa, Nimba and Bong counties and later extended to three other counties: Grand Bassa, Margibi and Montserrado.

The core activities were the printing of the basic skills entrance exam for English and Math and conducting of entrance exams for potential candidates after rigorous vetting to ascertain their verifiable credentials. The exams were scored by LTTP In-Service staff, with established cut off points and plans organized to commence training of the successful candidates in July 2012.

During the fourth quarter, the In-Service team conducted the training program with a TOT in Monrovia followed by the five-week residential In-Service teacher training at both KRTTI and ZRTTI with a total of 517 trainees (82 female). The trainees undertook the teacher knowledge survey (TKS) and the teacher attitude survey (TABS); 20 days of C-Certificate teacher training; five days of Reading (EGRA) training; and evening classes of 1 hour twice a week to teach English grammar, writing and math. The training ran from the 16th July to the 17th August 2012. LTTP Education Field Officers and their managers finished their reconnaissance visits in readiness for the cluster field-based training, which occurs monthly for 8 months.



Esther Allieu, an In-Service trainer teaching LTTP Lesson Plan Form, Kakata

Accomplishments

Completed retraining in reading for 22 In-Service staff members to meet USAID and MOE shift in Quarter 1.

Completed the clustering of schools and deployment process for the In-Service staff in 4 counties- Margibi, Nimba, Lofa, and River-Gee in close collaboration with the Reading First Plus Math team.

Successfully reviewed technical tools with the Reading First Plus Math team and laid the foundation for further reviews/amendments/merging of documents and tools for strong implementation and accountability.

Conducted 167 classroom lesson observations, 17 reading model lessons, 5 workshops that provided refresher training to teachers in the use of the assessment tools and in the sequencing of the five big skills, mentoring and school visits in addition to the collection of the end of year school data and progress reports by trainers.

Over 50% of the school administrators and teachers made use of the teacher's manuals, the instructional model, and other resource materials available at the school level to reinforce the delivery of reading to the students

Mobilized and sensitized PTA executives, school administrators, and teachers in 35 schools on the importance of their involvement and roles in the establishment of reading clubs in respective schools.

Field staff continued the monitoring of learning and the implementation of the reading program in 168 schools.

The In-Service team organized and conducted a three-day (May 9- 11, 2012) reading program meeting at the county office in Gbarnga, Bong County. The focus was to draw attention to issues affecting the program, and also collect relevant statistical information pertinent to monitoring and evaluation.

The re-instatement of the In-Service program was completed in quarter 3.

Commenced the five-week residential C-Certificate In-Service teacher training at both KRTTI and ZRTTI campuses for 517 trainees (435 males and 82 females), aiming for a 90% success rate (to be determined at the completion of the training).

Lessons learned

Beginning of implementation

- Designing and preparing for a major shift in programming and implementation that involves large scale training at short notice requires an extensive amount of time to achieve the goal responsibly.
- Continuous data collection is necessary for evidence-based decision making.
- Strong data on In-Service training/reading achievement motivates stakeholders and institutions to accept a new approach.
- An In-Service program cannot succeed without the support and advocacy of the Minister of Education and key Ministry of Education personnel.

Institutionalizing

- An effective and responsible In-Service program is expensive.
- The In-Service approach must be included in the national education system.
- Flexible tools and materials could be adapted and the In-Service team could use tools and materials developed by partners.

Building Capacity

- Additional teacher support services can enhance In-Service gains.

- School management training to improve administrative processes would advance the goals of improved quality in teaching and learning.
- More extensive PTA training to improve community support for schools is required.
- CEO and DEO administrative and management training to increase and improve school supervision and inspection is urgently required.
- Advocacy and community mobilization for women and girls' education to increase female teachers has not been emphasized enough to change the statistics.

Sub-result 3.3: Pre-service Teacher Preparation Program Strengthened with Emphasis on Reading and Math Incorporated into Professional Development and Evaluation Plan and Decision Making

Effective school management

Research-based effective school management modules with an emphasis on reading and math were developed in collaboration with the MOE and university faculty. An Opportunity to Learn Index was created through the advice and guidance of Dr. John Gillies, Senior Vice-President, FHI 360. In multiple sessions with the stakeholders these tools resulted in an approved Academic Calendar for the three RTTIs and focus was renewed on the National Professional Standards for Teachers in Liberia. The Basic Skills Test was administered to Pre-Service teacher candidates to cull unqualified applicants.

The Pre-Service team provided technical assistance and guidance to the administration of the Demonstration Schools in the implementation of the OTL index/survey, which was undertaken in seven counties from February to April 2012. Site visits to KRTTI, WRTTI and ZRTTI were conducted to share the method to be used to collect baseline data in February 2012.

Ongoing technical assistance to the Ministry regarding strategic planning for recruiting at the RTTIs was provided. Although standard indicators, mechanisms and schedules were designed, delays in MOE approvals pushed back the deadline for recruitment until March 30th.

A Joint Planning Meeting was held in March 2012 to discuss accountability, systems and processes. The operations of the RTTIs were assessed and gaps identified to be used in developing an improvement plan.

Common mechanisms and schedules for collecting performance data on defined RTTI operations (procurement, inventory control, catering, and management of other resources) were developed and instituted. All existing policies and procedures on teacher effectiveness were reviewed and concerns addressed in lengthy work sessions and common tools were developed. Technical

assistance was provided to the RTTIs to audit all trainee folders for documentation of high school graduation and West African Examination Council (WAEC) scores to ensure compliance with the policies.

University and RTTI linkage

During December 2011, a series of meetings took place with Tubman University administrators and faculty to discuss linkages between WRTTI, LTTP and Tubman University. Proposed areas for collaboration included female scholarships, internships at WRTTI to include assessment visits and training, instituting a diagnostic-prescriptive reading program for future teachers, and the possible purchase of satellite phones for contact with WRTTI.

Support to the Ministry of Education for improved policies and procedures

Based on an extensive review, the teacher policies, procedures and standards were synchronized with the basic tenets of the Education Reform Act of 2011. Compliance issues were discussed and LTTP sought input and guidance as to the direction MOE wanted to take with the accountability and monitoring of the RTTI administration. Other pertinent activities are linked to sustaining effective RTTI operations, improved performance and enhanced institutional planning. The project provided input to the revision of the job descriptions for the RTTI Directors and Academic Deans per a request from the Deputy Minister of Instruction, MOE.

The Student Handbook and Staff Policy Manual were collaboratively revised and edited with MOE personnel and the RTTI Directors and subsequently printed for the 2012-2013 Academic Year.

The C-Certificate curriculum was reviewed and revised with the intent for reading and math across the content areas integrated. The Pre-Service team worked closely with the Reading First Plus Math team to secure materials for the course that was added to the RTTI Delivery System. Subsequently, seven hundred (700) sets of Early Grade Reading materials were delivered to RTTI teachers, trainees, mentors and Demonstration School teachers. Grades 4-6 materials are pending MOE guidance and direction.

RTTI Reading Resource Centers established

The Pre-Service team worked with the RTTI and Demonstration School administrations to identify space for the Reading Resource Centers, which have now been established but require further attention. Equipment orders have been placed for desktops, printers and scanners for each Reading Resource Center. Policies are being developed to govern the use of the centers and should be finalized in Quarter 1 Year III. Schedules for the open hours of the centers have been defined and posted for the 2012-2013 Academic Year.

Early Grade Reading expansion

Demonstration Schools were designated and prepared through training to become Early Grade Reading and Math Schools, creating model schools that emphasize the importance of early reading and math skills in student academic performance. The Pre-Service team prepared and shared placement school data from the RTTIs with the objective to cross-reference with Early Grade Reading Schools and In-Service Schools. Efforts were made to seek verification from LTTP Reading First plus Math and In-Service as to which placement/catchment schools would be preferable to place RTTI student teachers.

RTTI trainers and trainees received extensive early grade reading training, but unfortunately the math materials have just become available in Quarter 1 Year III and are currently being distributed. The Grades 4-6 reading Across the Content Area Framework was vetted with all existing and new RTTI trainers and 43 mentor teachers in September 2012 at the annual three-week opening TOT.

Trainees were deployed with reading kits to their student teaching sites to support the placement and continued training of Pre-Service Cohort 4 trainees, and the inclusion of early grade reading and math in the teacher training curriculum.

Teacher basic skills and diagnostic testing

Based on MOE decision to change the Basic Skills Test to a national screening instrument, the Pre-Service team facilitated the development of the process for scoring of the new national screening tests designed to select participants for Cohort 5; marking tests, scoring tests, and setting cut-off scores. The Pre-Service team via the Educational Technology Coordinator and the ICT Specialists also compiled the data for 5,809 applicants and submitted the results to the MOE for review and action.

A series of technical meetings and visits that included TOTs, Test Committee Meetings and Joint Planning Meetings were conducted throughout the academic year to provide assistance to the RTTI administration and MOE in collecting and monitoring instruments such as test data (screening tests), summative data (Rubric for Evaluation National Professional Standards for Teachers in Liberia) and Summary Grade Sheet.

The Gates -MacGinitie Diagnostic Reading Tests were administered to a total of 558 RTTI Cohort 4 trainees in the spring of 2012. Diagnostic reading tests have been disseminated to the RTTIs for Cohort 5. The Diagnostic reading tests are to be taken after the completion of the Basic Literacy modules. In addition portfolios were distributed to all trainers and trainees and LTTP instruction was provided in their purpose, effective use and trainer scoring of trainee achievements.

ICT instruction

ICT training for RTTI instructors was piloted at the opening TOT in August-September 2012 in Zorzor. The LTTP ICT Specialist has developed a contextualized manual for specific needs of Liberian RTTI trainers and trainees. The computer labs at the three RTTIs are equipped and awaiting V-Sat capability, which should be available before the end of 2012.

Female participation in teacher education improved

The female students at RTTIs have received training from peer mentors from the University of Liberia since October 2011. The mentoring, tutoring and support will continue in Year III of LTTP as RTTI trainers have become in-house tutors after hours. Assessment data has been collected from tutors and is in the process of being compiled and analyzed to inform and improve future tutoring.

Seventy-five female RTTI trainees received monthly stipends to encourage their completion of the C-Certificate course throughout the 2011-2012 Academic Year. A survey to assess the value of the stipends will be conducted in Year III. Female students can receive up to 10 extra hours of tutoring per week, in addition to the regular tutoring sessions for all students.

The Pre-Service team began working with faculty designated by the university administration at University of Liberia, Tubman and Cuttington to review the existing reading and math courses in the Teachers' College. Partial revision of the Reading I and Reading II course was submitted from UL. The integration of the Early Grade Reading Program is being discussed.

Table 2: Pre-Service Cohort 4 Graduates of Summer of 2012			
COUNTY	MALE	FEMALE	TOTAL
LOFA	72	3	75
BONG	27	1	28
NIMBA	84	23	107
TOTAL	183	27	210
SUMMARY OF KRTTI GRADUATES 2011-2012			
COUNTY	MALE	FEMALE	TOTAL
MARGIBI	43	4	47
MONTSERRADO	42	23	65
GRAND BASSA	10	0	10
BOMI	26	5	31
GBARPOLU	12	2	14
RIVER CESS	13	1	14
GRAND CAPE MOUNT	14	2	16
TOTAL	160	37	197
SUMMARY OF WRTTI GRADUATES 2011- 2012			
COUNTY	MALE	FEMALE	TOTAL
MARYLAND	14	3	17

GRAND KRU	31	1	32
SINOE	13	3	16
GRAND GEDEH	8	1	9
RIVER GEE	19	3	22
TOTAL	85	11	96
GRAND TOTAL	428	75	503



KRTTI Cohort IV Trainees at the graduation ceremony, July 2012

Lessons learned

It is crucial to communicate with the RTTI administration and the Bureau of Teacher Education on a minimum of a weekly basis. The idea of having our counterparts at the Ministry initiate and/or follow-through on implementation activities is laudable but not yet operational.

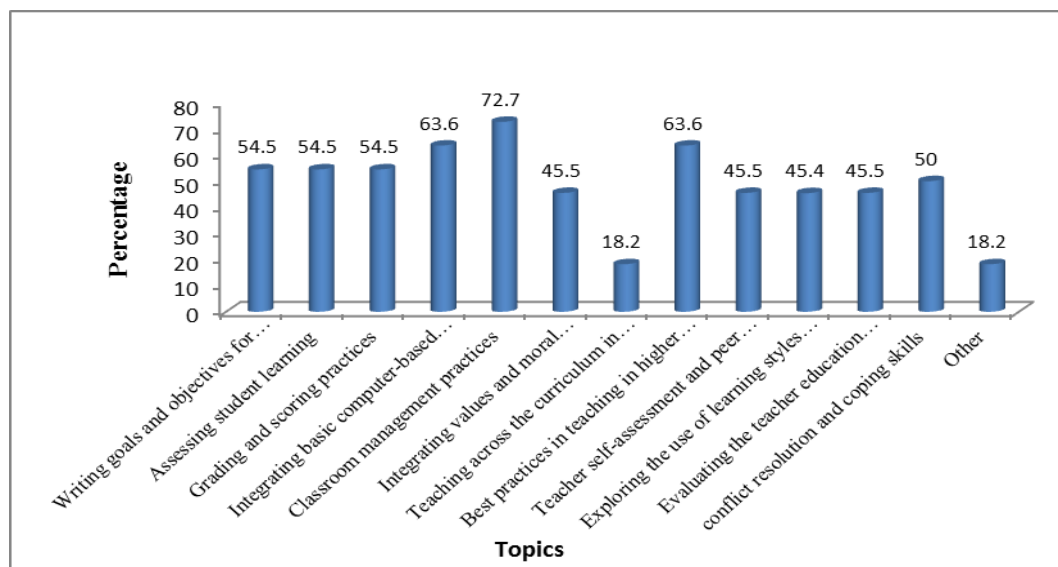
Sub-result 3.4: Strengthened National University Delivery System to Provide High Quality Courses in Teacher Education, including Reading and Math

University and RTTI partnerships

The C-Certificate Program includes the “RTTI-University Partnerships” to strengthen RTTIs in the delivery of the academic programs. The assessment of RTTIs institutional capacity was completed to determine priority areas as perceived by the administration and teachers at the RTTIs.

Results of the needs assessment process consisting of field visits to RTTIs and interviews is summarized and presented in figure one illustrating RTTIs staff development priorities.

Figure 4: List of Topics for Twinning Workshops for RTTIs.



The priority topics include classroom management practices, integrating basic computer-based practices with classroom instruction, best practices in teaching in higher education and conflict resolution and coping skills, among others. RTTI support action plans are derived from the outcomes of the needs assessment. The universities will host joint activities with the RTTIs.

MOE, Universities, and RTTI employees trained at Master's and Ph.D. levels

The USAID LTTP scholarship program model is to *couple the development of a local/national Master's degree program with the third country training via scholarships for future university faculty and MOE staff capacity building*. The scholarship program is designed to prepare Liberian educational professionals to fill gaps in various fields of education, such as: curriculum and instruction, teacher education, math and science education, educational psychology, among others. At the national level, this effort is a response to the decimation of professional standards in Liberian education during the war years.

A new generation of Liberian professionals is being trained to support and adhere to standard professional practices articulated in the *National Teachers Professional Development Standards (NTPDS)* and the *National Standards for Teacher Education Programs* and approved by the MOE in 2007. Under LTTP I, six students completed master degrees in various fields of education. The University of Liberia employs all the graduates and two are among the Ph.D. students who began graduate studies at the University of Botswana in 2012.

In August 2011 the first cohort of nine students was enrolled in various fields of education at the University of Cape Coast in Ghana. As per the contracts signed with the students and their home institutions (i.e., Ministry of Education, University of Liberia, Cuttington University, Tubman University and the RTTIs), these students are expected to complete their studies in two years (June 2013) and return to their home institutions to jobs they have been prepared to occupy. In January 2012 four students (two males and two female) enrolled in the doctoral program at University of Botswana and ten (four female six males) enrolled at Makerere, College of Education.

Student selection process

The MOE and the universities nominated candidates based on gaps in various fields of education. In concurrence with MOE, LTTP established a Scholarship Screening Committee to review all applications and conduct an independent verification of the qualifications of the individuals for post graduate study. The tasks involved: (a) review of student transcripts; (b) verification of academic credentials; (c) reference checks, (d) review of the letters of recommendation submitted by each candidate and (d) a review and scoring/rating of a written essay using a four point scale. The credentials of all twenty-three recommended students were submitted to the three universities abroad and all the students were admitted either at: UCC, Makerere University and the University of Botswana.

The academic performance reports indicate that all the students are passing in good academic standing. Thesis preparation and approval for the majority of UCC students will take place in semester one (September-December) of 2012.



President Ellen Johnson Sirleaf with four Ph.D. Students studying at University of Botswana:
Ms. Cecelia, Mr. Joseph Younn, Ms. Romelle Horton and Mr. John Sellu

The doctoral students' contract with the universities and MOE specified that upon graduation, the scholarship recipients will continue to work with the universities and MOE to strengthen the local Master's degree program in education. The long term goal of this model is to assist the University of Liberia and Cuttington University to create a hybrid residential and distance learning Master of Education (M.Ed.) in a few strategically selected concentrations, such as: educational management and leadership or curriculum and instruction. Such a program will employ technology to reduce the distance between learners and the learning process.

Local Master's Degree Program

A three-day workshop (September 10-12) was organized to create a local Master's degree program to (a) review the Graduate Schools of Education at University of Liberia (UL) and Cuttington University (CU) curriculum and (b) suggest a suitable and demand driven academic program in education and (c) develop the framework for the five core courses. As a result of this activity, twenty-five (25) seminar participants recommended the MA and M.Ed. degree tracks. All students registered in the Master's degree program will be required to complete a minimum of 36 credit hours consisting of core and elective courses; field based professional training and a thesis or a project to earn a degree. In the newly revised program, each student is expected to complete the five core courses in:

- Educational Planning
- Educational Statistics
- Educational Organizations
- Comparative Education
- Educational Research Methods

In addition to the core courses, students are expected to complete two non-credit-compulsory graduate seminars in (a) ethics of education and (c) computer applications in education. Apart from the core courses, students will be required to complete appropriate electives in one of the following concentrations: (a) educational administration and supervision, (b) curriculum and instruction and (c) higher education administration. As more resources become available, the program will grow and evolve to include concentrations in areas like, instructional leadership, educational evaluation, educational policy and planning, and the like.

Lessons learned

It is expected that the academic performance report, including grades for each course should be submitted by each student. However, there are delays in the submission of reports by the students. The academic term reports are an important component of the LTTP reporting process to USAID and this should be brought to the attention of the various Heads of Departments at the Universities.

The development of a local Master's degree program is the second half of the USAID/LTTP capacity building approach to higher education. Upon completion of their degree programs at the University of Cape Coast, Makerere University and University of Botswana, it is expected that these graduates will serve as faculty at their home institutions. The development of the local master degree program is therefore a critical component on the sustainability and leadership development of all levels of the system. Working with multiple departments with almost exclusive part time faculty requires close coordination and a tactical thinking to accomplish these capacity building tasks.

Part V: LTTP Performance Indicators and Progress

Performance towards goals and objectives of LTTP

LTTP contributes to two of the three goals of the new USAID strategy: *Goal 1: Improved Reading Skills for Liberian children by 2015* and *Goal 3: Increased equitable access for Liberian children by 2015*. There are two objectives, *Institutional Capacity strengthened to provide educational services* and *Improved teacher effectiveness in the classroom, especially in reading and math*, contributing to both goals. While it is difficult to ascertain progress to these goals and objectives with clear empirical evidence at this moment, a look at the results (given below) indicates a move in that direction.

Performance towards LTTP Results

Result 3: Improved teacher training programs and reading/math delivery systems

Reading and Math

The reading program of LTTP contributes to one of the three goals of the new USAID strategy: Goal 1: Improved Reading Skills for 60,000 Liberian children by 2015. The indicator is: Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text. This is ensured if children can read at least 45 words per minute.

The overall performance of LTTP in the area of reading can be summarized by looking at student decoding and comprehension performance. In May 2011, approximately 3 months after the reading program was introduced in schools, LTTP conducted an interim assessment of reading in Grades 1, 2, and 3. The findings indicate that students have begun to improve their reading performance. On average, students across all three grades are reading stories less fluently than they should, but there have been impressive gains in oral reading fluency, especially in second and third grade.

On the baseline assessment, very few first and second graders achieved this benchmark, and only 10% of third grade girls and 12% of third grade boys reached a threshold of 45 words per minute. On the interim assessment, the third graders reading at least 45 words per minute increased to 20% of girls and 28% of boys.

The reading and math program of LTTP under Sub-result 3.1 is critical in achieving Result 3. Clearly, the reading intervention is progressing in the right direction and the mid-term evaluation, expected to be undertaken in the following few months, will give more empirical evidence. However, the support by the LTTP coaches needs to be strengthened to enable teachers to be effective in helping students. This can only be done if the coaches undertake effective and continuous classroom observation and modeling. Two field visits by the LTTP M&E Team has

shown that the LTTP coaches have faced challenges in doing so since they have 12 schools each to oversee and visit each one at least once a month. The allocation of schools to specific coaches has been redesigned to allow for more consistent visits. The mentoring they provide to the teachers in the 800 LTTP reading schools is critical to the success of the program and ultimately to Result 3 and the LTTP objectives and contributing to the two goals.

Pre-Service teacher training

The RTTIs have taken the first steps on a long road towards a stable organization, i.e., availability and use of working procedures, building a strong work discipline and commitment and adequate capacity in terms of qualified manpower and facilities. The last two years have been very difficult for LTTP to register the type of progress expected in changing the face of teacher training in Liberia. The challenge was aggravated during the first year as a result of the added responsibility LTTP took to provide food and fuel to the RTTIs. These responsibilities had a detrimental effect on the realization of needed changes in the RTTIs in terms of building their capacity in planning, managing and monitoring the training program.

Year II was better since LTTP was relieved of these responsibilities and enormous strides were made in building capacity. The RTTIs were able to take in more trainees although Webbo was working under capacity, had more participation in the recruitment process, managing the learning-teaching program and assessing students and finally managing the graduation ceremony. Although limited, the RTTIs were able to increase their intake, including female trainees. Of utmost importance in Year II has been the introduction and emphasis given to reading and math in line with the new reading program LTTP introduced in primary schools.

LTTP will certainly be heading towards achieving Result 3 and especially Sub-result 3.3 if the emphasis in Year III is on helping the RTTIs strengthen their planning and management capacity to enable them to assess their challenges and opportunities and come-up with comprehensive institutional strengthening annual and mid-term plans and thereafter strengthen the institutional set-ups necessary to realize the plans. The questions surrounding decentralization and autonomy of the RTTIs and budget allocations will need to be resolved by the MOE for the RTTIs to fully assume responsibility and reach the goals.

In-Service teacher training

The In-Service program has been re-instated after a year of interruption. An assessment of the previous graduates of this program is in order to find out how effective they have been. Based on the assessment, improvements may need to be undertaken to strengthen the program. It is also important to come into an agreement with the MOE to recruit candidates from the 800 reading schools to ensure the effectiveness of LTTP's intervention on the teacher as well as in the

classroom from the both programs. The common practice of submitting candidates for all LTTP training who are not qualified will need to be curbed.

Higher Education

The progress of the LTTP's higher education support is intended not only to build their capacity per se, but to use the three strategically located Universities of Liberia, Cuttington and Tubman to help their neighboring RTTIs. Twenty three Liberians are now in universities within Africa following their higher education degrees through LTTP support. They are expected to come back and enhance the teacher development effort. However, the effort by LTTP to bring the universities and RTTIs together and work jointly has not made much progress. Assessments have been made to match the needs between the two in an effort to map out the type of support the universities could provide to the RTTIs. It is expected that this will be materialize in Year III and beyond.

Result 2: Improved teacher policies and procedures for teacher recruitment, training, deployment and career development

Result 2 ties the teacher to his/her training through appropriate entry into the training institution; to his/her effectiveness through immediate deployment; to his/her growth and wellbeing through incentives and career growth structure. The result is critical for most of the challenges faced by the teacher development and management system. The result was articulated and included in the LTTP framework in Year II and the progress made in its implementation has been slow due to the need to coordinate this effort with three GOL agencies: Ministry of Education, Finance and Economic Development and the Civil Service Agency. Consultants have been working on developing the guidelines and procedures necessary to institute these key functions. The realization of these teacher development and management functions on the ground will start in Year III through a validation and approval the guidelines and procedures by the Ministry of Education. A rapid institution of these critical functions is of paramount importance for LTTP to achieve the overall objectives of the project but it is more so for the Liberian education system.

Result 1: MOE, CEO, DEO and RTTI capacity strengthening to plan, manage, and monitor, and improve educational services

Result 1 is aimed at helping the Ministry of Education realize its decentralization aspirations by building the planning, management and monitoring and evaluation capacity of the County and District Education Offices, the loci of decentralization and strengthening the recording, collection, processing, reporting and flow of information through the system. Progress in this result has been slow because of the fact that the Ministry of Education has been derailed with its decentralization efforts. County Education Offices were not staffed with the basic required manpower to run them and the whole decentralization project has not been clearly articulated, starting from the structure and manpower requirements of the central Ministry and lower offices. While this is still in the

making, LTTP was able to undertake a few critical activities: the recent major training given to seventy five (75) newly recruited county staff and the training for 4,000 principals and registrars from 2,000 public primary schools, which enabled them to collect and send education data to the Ministry. Year III and the remaining years of LTTP and the project's partnership with the MOE will have to make much more rapid progress in building the counties and district offices and strengthen the Educational Management Information System for effectively meeting its two objectives.

Part VI: Emergent Issues and Approaches in Year III

The departure of some international staff members from LTTP

LTTP is entering Year III with a changing organizational pattern. International Team Leaders in Pre-Service, In-Service, Reading First, Higher Education and Monitoring and Evaluation will be leaving, or have already left, the project, as anticipated in the Cooperative Agreement.

Liberian members of staff will increasingly occupy leadership positions. LTTP in Year III will strive to stop doing MOE work and focus on offering Technical Assistance to MOE to accomplish MOE goals.

The continuing uncertain environment in which Assistant Ministers are acting, Directors are powerless, and often inappropriately placed, and key officials do not know if there is funding to continue their positions

A major risk to the work of MOE and LTTP is the uncertain environment in which we operate. It was anticipated that, at this point, it would be clear who the key MOE personnel are and that there would be reasonable confidence that they would be in place for some time to come.

Unfortunately, this is not the case. Acting Assistant Ministers do not know if they still have a job, CEOs have been invited to reapply for their posts, and the Acting Director of CEACL and the Directors of RTTIs are uncertain if there is provision for their salaries. This uncertainty means that people are insecure and less than whole-heartedly willing to invest the necessary effort to transform education.

LTTP has developed an ambitious plan for Year III but it depends on MOE to identify and support the people who will carry the work beyond the project. USAID has suggested that capacity building activities should only be carried out if substantive officers are clearly identifiable and provided with the means to carry out their duties.

Although the Senior Management of MOE gave tacit approval to the new organizational structure of the Ministry, implementation of it has lagged contributing to the anxiety within the staff of MOE.

The identification of MOE counterparts who are willing and able to take the lead and report back to MOE on agreed goals

LTTP continues to be handicapped by the inability of MOE to identify strong counterparts who will consistently engage in capacity building measures and report back to MOE leadership.

The project will work with MOE to identify counterparts and to engage them fully in agreed activities. Such counterparts will not be mere part-time participants or observers but will take on the responsibility for leading and facilitating the development of others. Further, they will report back to MOE senior management and keep management informed of progress and achievements.

The necessity for MOE to meet agreed conditions for some planned activities to take place

During the planning process for Year III MOE invited LTTP to establish, and contributed to the process of identifying, pre-conditions for action. This is essential to the building of institutional history and knowledge and increasing the chances of sustainability.

The detailed work plan for Year III lays out the pre-conditions and supportive actions that MOE will meet to enable LTTP to achieve some of the negotiated objectives.

The need to focus on the possible, not to spread resources too thin, and to celebrate victories

LTTP is frequently lauded as a successful project that gets things done. This appreciation is valued but it does have a negative side; too often LTTP has led so far from the front that honor is given to LTTP that should rightly belong to MOE. Again, success in one area results in requests to take on issues that are beyond the scope of the Cooperative Agreement.

In Year III LTTP will focus on the negotiated and agreed work plan. It will recognize that it has finite resources, including finance and time. At the same time, it will be as responsive as possible to MOE requests that have USAID approval and do not divert attention from the agreed goals.

The need to coordinate activities between the Ministry and implementing partners

LTTP will work vigorously to bring together the Ministry and implementing partners through assisting the efforts of the Ministry to streamline donor activities and resources into the planning, management and monitoring of educational development.

Undertake critical studies to respond to key issues of teacher graduate employment and effectiveness.

LTTP has just finished two years of operation. The employment of RTTI graduates has been an issue of serious concern. A tracer study will be undertaken of the Pre-Service graduates to find out if they have been duly employed and are on the government payroll. A study on their effectiveness in the classroom is also another issue LTTP will focus on in Year III.

Annex 1: LTTP Publications

Title of Publications Produced by LTTP
Naame, Saaïm (2012). Development of Teacher Recruitment, Training, Deployment and Utilization Policy and Procedures, Monrovia, Liberia
Snyder Conrad, W. and Bility, Khalipha (2012). Decentralization and the MCSS Model, LTTP Phase II. Monrovia, Liberia
Bility, Khalipha (2012). A conceptual framework for Higher Education in Liberia. A Discussion Document for MOE Technical Working Group on Higher Education. Monrovia, Liberia.
Kandakai, Evelyn (2012). Development of Teacher Career Ladder in Liberia: Structure and Process. Monrovia, Liberia
2011 National Policy Conference on Education and Training, Final Report
Liberia Teacher Training Program, Capacity to Improve Teaching and Learning and Achieve Transformational Reform in Liberia, Organizational and Institutional Perspective
Framework for Teaching Reading in the Content Areas
Math Teacher Manual, Teacher's Guide, Volume 1
Math Teacher Manual, Teacher's Guide, Volume 2
Student Activity Book Grade 1
Liberian Decodable Stories, Student Book
Policy for reform, Liberian Education Administrative and Management Policies
Snyder, C.W., Jr. (2012). Ministry of Education Strategic Planning Process, 2012-2016: Stepping up to Quality. Monrovia, Liberia: Liberia Teacher Training Program, Phase 2, and the Ministry of Education. (40 pages).
Snyder, C.W., Jr. (2012). Restructuring of the FTI-BEP project in Liberia. Monrovia, Liberia: Ministry of Education. (28 pages). Plus 8 page update of the project description and Grant Agreement.
Snyder, C.W., Jr. (2011). Liberian Education System Capacity for Teaching and Learning. Monrovia, Liberia: Liberia Teacher Training Program, Phase II. (54 pages).
Snyder, C.W., Jr. (2011). Accreditation in Liberia: Creation of the Center for Certification and Accreditation. Monrovia, Liberia: Liberia Teacher Training Program, Phase II. (46 pages).
Snyder, C.W., Jr. (Ed.) (2011). Liberia Education Administrative Regulations. Monrovia, Liberia: Ministry of Education. (102 pages). Minister Othello Gongar's official publication.
Snyder, C.W., Jr. et al. (Ed.) (2011). Policies for Reform: Liberian Education Administrative and Management Policies. Monrovia, Liberia: Ministry of Education. Minister Othello Gongar's official publication.
Snyder, C.W., Jr., Haileselassie, A.M., and Wilson, H. (2011). Evaluation Guidelines: Suggestions for Good Evaluation Practice. Monrovia, Liberia: Ministry of Education. (106 pages).
Snyder, C.W., Jr., Halileselassie, A.M., Chelleh, M., and Odharo, J. (2011). Females Teaching in Liberia: Motivating, Recruiting, and Retaining Female Teachers in Basic Education. Monrovia, Liberia: Ministry of Education and Liberia Teacher Training Program, Phase II. (58 pages).
Snyder, C.W., Jr. (Ed.). (2011). National Education Policies, 2011. Monrovia, Liberia: Ministry of

Education. (39 pages).
Snyder, C.W., Jr. (Ed.). (2011). Education Sector Review, 2011: Papers Prepared by University Committees for the National Education Consultative Conference. Monrovia, Liberia: Association for Liberian Universities and Ministry of Education.
Snyder, C.W., Jr. (2011). Capacity of the Liberian Education System. Monrovia, Liberia: Ministry of Education. (76 pages).
Snyder, C.W., Jr. (2011). Organization of the New Liberian Education System. Monrovia, Liberia: Ministry of Education. (17 pages).
Snyder, C.W., Jr. (2011). Seminar Papers and Presentations on Policy, Strategy, and Decentralization. Monrovia, Liberia: Ministry of Education. (75 slides on Policy and Strategy presented to the Association of Liberian Universities; 42 on Decentralization presented to the Ministry of Education).
Snyder, C.W., Jr. (2011). Decentralization and Management. Paper for the National Education Consultative Conference, Suakoko, Cuttington University, Liberia. (24 pages).
Snyder, C.W., Jr. (2010). Three papers on Policy Reform in Liberia. Monrovia, Liberia: Academy for Educational Development.

Annex 2: Indicator progress table

Indicator	Baseline	FY 2012 Target	FY 2012 Actual
Increase institutional capacity Index by institution			NA – Report due in 2013
Percent of teachers who attained effectiveness as observed in the classroom	5%		NA – Report due in 2013
Number of laws, policy, regulations or guidelines developed or modified to improve equitable access to or the quality of educational services		5	10***
Number of learners enrolled in primary school and /or equivalent non-School Based setting with USG support		Male. 71,918 Fem. – 61,272 Tot. -133,200	Male – 35,761 Fem. – 27,886 Tot.- 63,647
Number of Parent Teacher Associations (PTA) or similar school governance structure supported		816	800
Proportion of students who by the end of two grades of primary schooling demonstrate that they can read and understand the meaning of grade level text	Grade 1 – NA, Grade 2 – 8%, Grade 3 – 16%	Grade 1 - 10%, grade 2 - 16% , grade 3 - 30%	NA – Report due in 2013
Number of Administrators and officials successfully trained with USG support	0	Male - 476 Fem. - 100 Tot. - 576	Male - 219 Fem. - 43 Tot. - 262
Number of Teacher/Educators Teaching assistants who successfully completed in-service training with USG support	980	Male – 2,803 Fem. - 699 Tot. - 3,502	Male – 5,025 Fem. – 1,183 Tot. – 6,208
Number of Teacher/Educators Teaching assistants who successfully completed Pre-service training with USG support	0	Male – 615 Fem. - 85 Total - 700	Male – 428 Fem.- 75 Total - 503
Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance	0	478,704*	279,502
Number of laws, policies, regulations or guidelines developed or modified to improve to primary grade reading program		5	6*****
Number of institutions with adequate strategic plan and monitoring and evaluation system,			
Number of policies and guidelines applied in planning, implementation and career development		5	2*****
An integrated Teacher curriculum developed		1	1
Number of tertiary programs with curriculum revised experimental and /or public sector employers input or on the basis of market research		5	5*****
Percent of graduates from USG supported tertiary education programs reporting themselves as employed		NA	NA
Number of individuals from underserved and or disadvantaged groups accessing tertiary education programs		183	162
Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-Supported tertiary education programs		NA	NA

Number of host country individuals who completed USG-funded short term training/exchange programs involving higher education institutions		NA	NA
Number of EOs trained in monitoring and institutional supervision		120	30
Number of Principals and registrars trained in the use of data collection tools and information system	0	4,000	4,000
Number of communication strategy developed		1	2
Number of radio programs to communicate education progress		6	20
Number of guidelines on career growth developed and adopted		NA	NA
Number of efficient and transparent accreditation and examination conducted			
Percent of teachers following schedule of intervention		75%	54%
Percent of teachers observed using the reading kit or materials provided LTTP	0	75%	69%
Number of policy guidelines, and or curriculum reviewed/developed focused on reading /math		2	5
Number of courses in the curriculum of the university with focus on reading and math	0	1	2
Number of institution with improved management information, as a result of USG –Assistance	0	1,250	4**
Number of Institution that have used USG-Assisted MIS System to inform administrative/management decisions		4	0
Number of host country individuals who completed USG-funded long-term programs resulting in academic degrees or professional or technical certificates.		23	23

* The target for textbooks and materials for 2012 has been adjusted since the previous target contained materials that were not textbooks as well as the number of school were reduced from the original target.

** Although training has been given to school principals and registrars from 2,000 schools on data collection and recording it is premature to consider schools with improved information system at this time and thus are not counted.

***EMIS policy, guidelines, procedure manual, questionnaire guidelines, questionnaire completion manual; Concept paper for Center for Education, Accreditation, Certification and Licensing; Pre-service Academy Delivery System; C-certificate Curriculum Revision Guideline; Student Handbook.

***** Five core courses syllabus on educational planning, comparative education, educational statistics, research methods and educational organizations developed and approved by the UOL and Cuttington University senate.

***** Framework for Teaching Reading in the Content Areas, Math teacher Manuel(teacher's Guide) Volume 1, Math teacher Manuel (teacher's Guide) Volume 2,; Student Activity book Grade 1; Liberian Decodable stories(student book);

*****Policy reform and administrative regulations.

Annex 3: Training activities undertaken

Result	Sub-Result	Type of training/Event	Topic Covered	Duration / Date Started	Duration / Date Ended	No. of Days	No of Participants by profession			
							Profession / Group	Male	Female	Total
Improved teacher training programs and reading/math delivery systems	A national teacher continuous professional development model for primary level developed and piloted with focus on reading and math.	Face-to-Face Training Conducted by the Coaches	Purpose and importance of reading; Presentation of five basic Skills in reading; Mapping/ Letter sound(A-Z); Assessment practice including Marking, Scoring and recording grades to progress tracker then to report card;	30-Oct11	3-Nov-11	5 Days	Teachers	1268	395	1663
Improved teacher training programs and reading/math delivery systems	In-service teacher training program strengthened with focus on reading/math	Residential' C'-Certificate Training	Introduction To Education; Child Development; Guidance And Counseling; Psychosocial Skills; Pedagogy; Classroom Management; Teaching Aids; Assessment And Evaluation; Instructional Planning; Teaching Contents; Teaching Science; Teaching Social	16-Jul-12	17-Aug-12	5 weeks	Teachers	435	82	517
Improved teacher training programs and reading/math delivery systems	In-service teacher training program strengthened with focus on reading/math	Face To Face Reading Training for primary school teachers in grades 1 to 3 including the principals and the DEOs in the project's operational.	(1) Learning the instructional model- 'I do', 'We do' and 'You do'. Letter sounds, Overview ,purpose and importance of reading early, scope and sequence for teaching reading; (2) Presentation of 5 big skills , group practice, Vowel sounds, consonant diagraphs, diphthongs, -..3blend, 3 letter	30-Jan12	3-Feb-12	5 Days	Teachers	562	82	644

			blends, diagraph blends, story cards; (3) Reading lesson plan, reading books and other materials; (4) Students assessment practice, use of the stop watch; practical training in its use, score sheets etc; (5) Introduction to trackers, data forms, systematized approach to daily and monthly schedule; (6) Introduction to OYS readers etc.							
							Total	562	82	644
Improved teacher training programs and reading/math delivery systems	Pre-service Teacher preparation program strengthened with focus on reading/math.	Workshop with the WRTTI Trainees	1) Transition at LTTP/FHI360 2) Academic Delivery System(Changes) 3) Basic Skills Exit Exam 4) Diagnostic-Prescriptive Reading Test 5) A Culture of Reading 6) Catchment School 7) Opportunity to Learn(OTL) index	7-Dec-11	7-Dec-11	1 Day	WRTTI Trainees	101	13	114
							LTTP	4	2	6
							Total	105	15	120
Improved teacher training programs and reading/math delivery systems	Pre-service Teacher preparation program strengthened with focus on reading/math.	Opportunity to learn Training Session	1) Opportunity to Learn Index 2) Elements of Foundational Opportunity to Learn 3) Teacher Absenteeism and tardiness 4) Student Absenteeism and tardiness 5) Learning materials are available to every student and regularly used 6) Time-On-Task 7) Learning to Read	15-Dec-11	15-Dec-11	1 Day	CEOs	4	0	4
							DEOs	2	0	2
							Ministry of Education	4	1	5
							RTTIs Administration	1	0	1
							Demonstration Representative	3	1	4
							Universities	5	1	6
							Others	9	3	12
							Total	28	6	34
Improved teacher	Pre-service	UL Female	1) Manuscript Writing; 2)	17-Dec-11	17-Dec-	1 Day	UL	0	54	54

training programs and reading/math delivery systems	Teacher preparation program strengthened with focus on reading/math.	Scholarship Awardees Seminar	Cursive Writing; 3) Making of Books; 4) Making of Dolls		11		Students			
							UL Faculty	0	1	1
							LTTP	3	3	6
							Total	3	58	61
Improved teacher training programs and reading/math delivery systems	Pre-service Teacher preparation program strengthened with focus on reading/math.	Portfolio Workshop with ZRTTI Teachers	1) Portfolio Usage	15-Feb-12	15-Feb-12	1 Day	ZRTTI Faculty	10	1	11
							LTTP	3	1	4
							Total	13	2	15
Improved teacher training programs and reading/math delivery systems	Pre-service Teacher preparation program strengthened with focus on reading/math.	Portfolio Workshop with ZRTTI Trainees	1) Portfolio Usage	15-Feb-12	15-Feb-12	1 Day	ZRTTI Faculty	3	1	4
							Trainees	257	24	281
							Total	260	25	285
Improved teacher training programs and reading/math delivery systems	Pre-service Teacher preparation program strengthened with focus on reading/math.	OTL Workshop with Demonstration School Teachers.	1) OTL Survey Instrument	16-Feb-12	16-Feb-12	1 Day	ZRTTI Demonstration School	11	1	12
							LTTP	2	1	3
							Total	13	2	15
MoE, CEO, DEO and RTTI Capacity Strengthened to Plan, Manage and Monitor Educational Services.	Improved communication of changes and progress in educational development feedback and information dissemination	Developing a framework to integrate reading and math standards across the content area.	1) Orientation and Planning; 2) 20 Collaboration Killers; 3) Roles and Responsibilities; 4) Assessment and Evaluation; 5) Linkage and resource development (Integrating Reading, Writing and Math); 6) Restructuring the Demonstration Schools: Roles and Responsibilities;	13-Mar-12	15-Mar-12	3 Day	Ministry of Education	3	1	4
							RTTIs	5	0	5
							Universities	3	2	5
							LTTP	7	3	10
							Total	18	6	24

Improved teacher training programs and reading/math delivery systems	Pre-service Teacher preparation program strengthened with focus on reading/math.	Portfolio Workshop with WRTTI Administration, Faculty and Trainees	1) Portfolio Development; 2) Field Placement; 3) Manuscript Printing and Cursive Writing; 4) Early Grade Reading;	24-Mar-12	24-Mar-12	1 Day	Trainees	68	12	80
							WRTTI Faculty	6	0	6
							WRTTI Administration	5	0	5
							LTTP	2	1	3
							Total	81	13	94
MoE, CEO, DEO and RTTI Capacity Strengthened to Plan, Manage and Monitor Educational Services.	Improved communication of changes and progress in educational development feedback and information dissemination	Teachers Training in Measurement and Guidelines Tools to Enhance Teaching and Learning.	1) Roles of MoE in Determining the effectiveness of content areas of Instruction; 2) Opportunity to Learn Index Survey; 3) Development and use of the teaching portfolio in the C Certificate Components; 4) Rubric for Assessing Professional Standards for Teachers in Liberia; 5) Summary Grade Forms/Transcripts for C Certificate Candidates;	5-May-12	5-May-12	1 Day	Mentor Teachers	69	26	95
							Cuttington University	2	0	2
							Tubman University	0	1	1
							University of Liberia	1	1	2
							LTTP	3	2	5
							RTTIs Administration	4	1	5
							Total	79	31	110
MoE, CEO, DEO and RTTI Capacity Strengthened to Plan, Manage and Monitor Educational Services.	Improved communication of changes and progress in educational development feedback and information dissemination	Teachers Training in Measurement and Guidelines Tools to Enhance Teaching and Learning	1) Roles of MoE in Determining the effectiveness of content areas of Instruction; 2) Opportunity to Learn Index Survey; 3) Development and use of the teaching portfolio in the C Certificate Components; 4) Rubric for Assessing Professional Standards for Teachers in Liberia; 5) Summary Grade Forms/Transcripts for C Certificate Candidates;	12-May-12	12-May-12	1 Day	Mentor Teachers	200	9	209
							Cuttington University	2	0	2
							RTTIs Administration	7	0	7
							LTTP	5	2	7
							Total	214	11	225
Improved teacher	A national	ToT for New	Introduction to C-Certificate	20-Aug-12	25-Aug-	6 Days	Teachers	17	5	22

training programs and reading/math delivery systems	standards-based model for early grade reading and math (Grades 1- 3) developed and implemented.	Trainers as the RTTIs; Academic delivery System Implementation; Lesson Planning; Using Instructional Technology; Session Plan Delivery (Critiques - Partner teaching)	Curriculum; Roles (Responsibilities of the Pre-Service Faculty); Academic Calendar;		12			MoE	1	1	2
								LTPP	8	1	9
								Total	26	7	33
Improved teacher training programs and reading/math delivery systems	Pre-service Teacher preparation program strengthened with focus on reading/math.	Focus Training: Computer Literacy	1) Introduction to Computers; 3) Introduction to Microsoft Office 2007- Microsoft Word 2007, Microsoft PowerPoint 2007, Microsoft Excel 2007	27-Aug-12	5-Sep-12	10 Day		MoE	1	1	2
								New Teachers	17	5	22
								LTPP	8	1	9
								Total	26	7	33
Improved teacher training programs and reading/math delivery systems	Pre-service Teacher preparation program strengthened with focus on reading/math.	Focused Training - Framework for Teaching Reading in the Content Areas	Introduction (Vocabulary Assessment); Comprehension (Guided Practice, Independent Practice Assessment, Read Aloud, Manipulative/Materials); Reflection (Before, During and After Reading); Closure(Formative and Summative); The Steps of the Writing Process;	1-Sep-12	1-Sep-12	1 Day		Administrators	1	0	1
								MoE	1	1	2
								Mentor Teachers	37	6	43
								RTTIs	42	7	49
								LTPP	7	2	9
								Total	88	16	104
Improved teacher training programs and reading/math delivery systems	Pre-service Teacher preparation program strengthened with focus on reading/math.	Opening ToT for all teachers at the RTTIs	1) Academic Calendar/Academic Delivery System: Planning & Review; 2) Record Keeping for Certification purposes; 3) Diagnostic Reading/Writing: Math	3-Sep-12	7-Sep-12	5 Day		Administrators	1	1	2
								MoE	1	1	2
								Teachers	34	7	41
								LTPP	8	2	10

			Test/Interpretation; 4) Revision of Final Grade Summary Sheet;				Total	44	11	55
Improved teacher training programs and reading/math delivery systems	A national standards-based model for early grade reading and math (Grades 1- 3) developed and implemented	Coach Refresher and hiring Training for Early Grade Reading	Overview of LTTP and the Early Grade Reading and Math workshop, Scope and Sequence for teaching reading, Skill Lessons- sounds of the Alphabet and Consonant Digraph skills; Decoding skills – Phoneme: Distinguishing speech sound; Group Practice and Presentation;	30-Jul-12	3-Aug-12	5 Days	National Teacher's Association of Liberia	4	1	5
							MoE	6	2	8
							Coaches	69	23	92
							Total	79	26	105
Improved teacher training programs and reading/math delivery systems	A national teacher continuous professional development model for primary level developed and piloted with focus on reading and math.	Face-to-Face Training Conducted by the Coaches	Purpose and importance of reading; Presentation of five basic Skills in reading; Mapping/ Letter sound(A-Z); Assessment practice including Marking, Scoring and recording grades to progress tracker then to report card;	13-Aug-12	17-Aug-12	5 Days	Teachers	1949	462	2411
							Principals	83	14	97
							DEOs	1		1
							PTAs	3		3
							Total	2036	476	2512
MoE, CEO, DEO and RTTI Capacity Strengthened to Plan, Manage and Monitor Educational Services.	Education Quality Monitoring and Instructional supervision strengthened for enhance learning.	Ministry of Education System Strengthening Workshop	Monitoring and Evaluation Concept; Accounting System; Education Planning System; Personnel Development; and Procurement Guide;	28-Aug-12	30-Aug-12	3 Days	Monitoring and Evaluation Officer	13	2	15
							Accounts Officers	15	0	15
							Education Planners	14	1	15
							Personnel Officers	13	2	15
							Procurement Officers	15	0	15
							Total	70	5	75

Summary

In-Service

Organization/Group		Male	Female	Total
Teachers		997	164	1161

Pre-Service

Organization/Group		Male	Female	Total
Administrators		121	26	147
Teachers		811	162	973
Total		932	188	1120

Reading First

Organization/Group		Male	Female	Total
Coaches		75	28	103
DEO		1	0	1
Ministry of Education		7	2	9
National Teacher's Association of Liberia		4	1	5
Principals		83	14	97
PTA		3	0	3
Teachers		3217	857	4074
Total		3390	902	4292

Summary

Organization/Group		Male	Female	Total
Teachers Trained		5025	1183	6208
Administrators and Officials Trained (DEOs, MoE, Principals, PTAs, RTTIs Faculties, Administrators)		219	43	262
Students Enrollments (Catchment and Reading First Schools)	35761		27886	63647